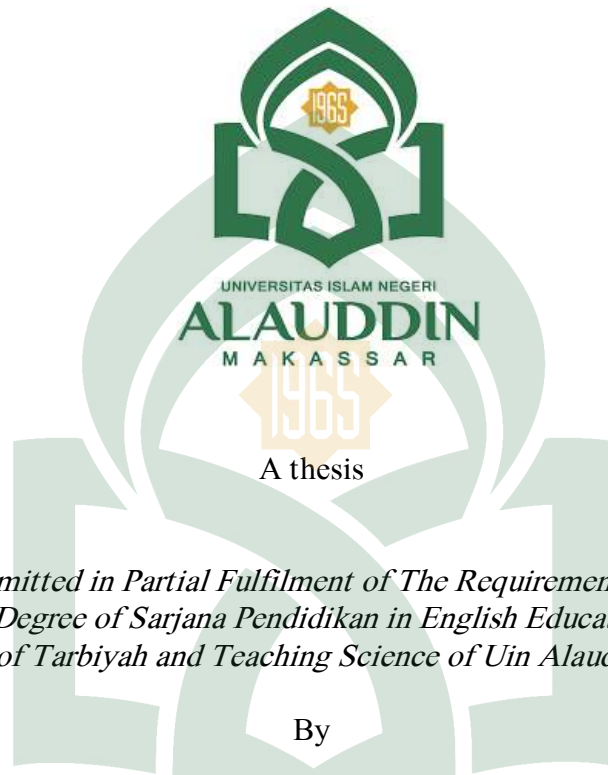


**IMPROVING THE TENTH GRADE STUDENTS' SPEAKING ABILITY
THROUGH THE USE OF SUGGESTOPEDIA METHOD AT SMA
NEGERI MODEL 5 ENREKANG**



*Submitted in Partial Fulfilment of The Requirements for
The Degree of Sarjana Pendidikan in English Education of
The faculty of Tarbiyah and Teaching Science of Uin Alauddin Makassar*

By

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2017

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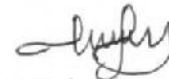
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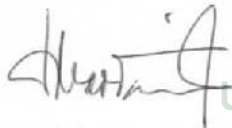
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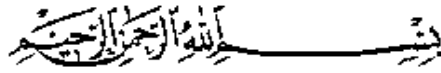
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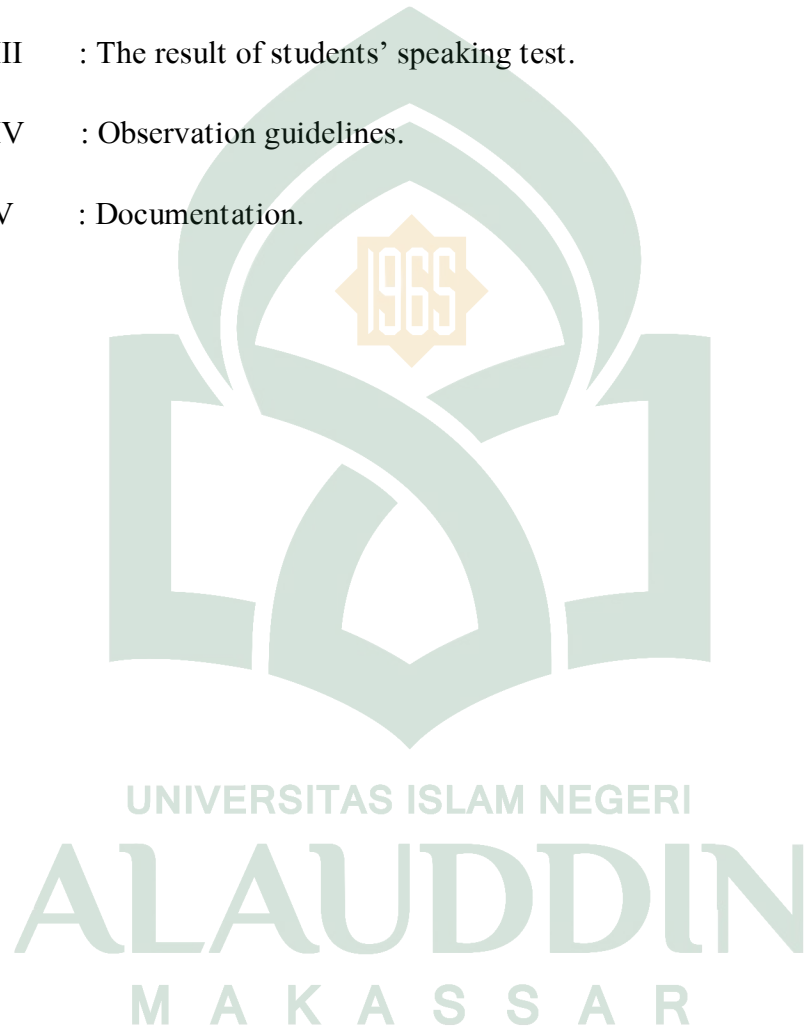
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- Appendix V : Documentation.



ABSTRACT

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The researcher discussed the use of *Suggestopedia* to improve the students' speaking ability. This research aimed at finding out the improvement of students' speaking ability by *Suggestopedia* which consisted of some steps in speaking were most of the students have problem about it. The concept of this technique is to solve students boredom in teaching and learning process with interesting designed in classroom, classical music relaxation, suggestology to make students confident during teaching and learning process.

The researcher used a Classroom Action Research as the research method. It was conducted in two cycles, which was held three meetings in its every cycle. The subject of this research was the students of tenth grade of SMAN Model 5 Enrekang. They were X 6 which consisted of 20 students with 8 male and 12 female. The data were quantitative and qualitative obtained from the test preliminary study test, first cycle test, second cycle test and observation guidelines.

Equally important, the successful indicators which needed to be reached by the students significantly increased. From the first cycle to the second cycle has improved. The mean score of vocabulary terms was **3.35** in the first cycle test and became **3.90** in the second cycle test. Besides, the mean score of grammar in the first cycle was **3.15** then it became better in the second cycle **3.75**. Then, pronunciation terms, the students score from first cycle to the second cycle was **3.20** became **4.00**. Furthermore, for the students' speaking fluency, the score was also increased from **3.25** became **4.00**. Almost all the students were categorized successful.

Based on the finding and discussion of the research, the researcher suggested that *Suggestopedia* should be used as effective and interesting because suggestopedia can help the students to get and to develop their confident, especially in speaking. The important things, this method is comfortable environment in classroom set up build mental power of student.

CHAPTER I

INTRODUCTION

A. Background

Language is very important in our lives, because it is always used in our daily activity to communicate with the others. We cannot communicate each other without language, because it is one of the communication tools used by people in general. We can use language to convey our messages or to express our ideas through oral, written, or signal languages.

There are some more countries that used the kind of languages in this world including English. One of the countries is Indonesia that has been our beloved country. It has Indonesian language and the other countries do too. Although there are many kind of languages in this world, all of the people from over the world can communicate each other by using English because it is an international language used among them to communicate. Janet Holmes (1992:51) stated, " A world language or international language is English language. It was used by people such as in economic, political and also education".

There are four skills that we have already known in English, namely writing, speaking, reading and listening. Later, the skills should be taught better to master and get complete thought about English itself because each skills have general or specific function in communicating. But we cannot deny that speaking is primarily important point for asking information and conversely for delivering information, speaking is the direct system of communication. To help the students improve their speaking

competence, a teacher needs to give her students many opportunities to practice. According to Cameron (2001) Speaking is the active use of language to express meanings so that other people can make sense of them. Furthermore, for being able to speak, students actually need to know how to express his ideas, thought in a good way.

According to the interview with the teacher of the school, the teacher has already tried to give better teaching and learning processes in the class by using some methods. Unfortunately, there were not significant changes on the English students' learning outcomes. So the researcher have observed and learned many information related to English teaching learning process including learning speaking. The researcher found that the students were less confidence stand up in front of the class to speak English and also they afraid to make any mistakes in vocabulary, grammar, pronunciation and fluency. In addition, the researcher argued actually students need a new thing in studying and learning English. But the teacher did not have enough time to teach students using media or using fun way.

To overcome the problem above, the researcher used suggestopedia method to helps the students cope barriers and problem in speaking. According to Jack Richard and rodger, suggestopedia is a modern methodology in teaching foreign language that come from Bulgarian. It is developed by a bulgarian doctor and psychotherapist, Georgi Lazanov. It involved physical activities, educational, artistic and musical. Students must be comfortably relaxed in learning process by using soft

music or classical music. To create the classroom comfortable in speaking process without students under pressure to explore their ideas.

This method applied with interesting designed of teaching and atmosphere of learning process which made students relaxed and fun to students in speaking activity. However, the researcher arranges to help students to speak and decrease their anxiety by suggestopedia, that oriented through classroom action research, so that the students feel the process of learning directly. Class was set as situation of English that automatically engage students to express their ideas easier and freely and it means that a class situation where the whole contents of study include the teacher, the students, class decoration, instructions, material, situation, and others have become unity that relate each other.

Based on the information and explanation above, the researcher interested in conducted a class action research entitle *Improving the Tenth Grade Students' Speaking Ability Through the Use of Suggestopedia Method at SMAN Model 5 Enrekang*

B. Research Problem

Related the issues as process of problem identification, the researcher formulates the research question as follow:

How is the improvement of the Tenth Grade students' speaking ability after being taught by using Suggestopedia method at SMAN Model 5 Enrekang ?

C. Research Objective

The objective of study is based on the statement of the problem above:
To find out How is the improvement of the Tenth Grade students' speaking ability after being taught by using Suggestopedia method at SMAN Model 5 Enrekang.

D. Research Significance

1. Theoretical significance

The findings of the research was gave some useful information and positive contribution for the teaching-learning process by using suggestopedia method. This research expected to be worthwhile reference to encourage the students to speak fluently. It hoped to suggest the teacher to give attention to the students' needs in teaching and learning process such as good atmosphere and comfortable in the classroom, good material and method.

2. Practical significance

a. For the students

This research expected to gave contribution in learning English through Suggestopedia method and got some information to identify their problem in speaking. They can learn, practice speaking by themselves. Hopefully it can help students produce their sentences and deliver the idea without worrying any failure.

b. For the teachers

Teachers can understand the students' needs and identify the students lack, especially in speaking, so that they can give/use appropriate materials, tasks, methods, techniques to teach their students.

c. For the next researcher

For next researcher, can use Suggestopedia method to teach in learning. The study also gives insights to the researcher about what things which have to be considered in every teaching and learning process. Besides, the researcher will get new experience and knowledge for the future of her life.

E. *Research Scope*

The scope of this research is limited on the use of suggestopedia method to improve the students' speaking ability. It is focused on the students' speaking (vocabulary, grammar, pronunciation and fluency). This items are chosen because those are very important to be identified by the researcher and overcoming students' problem in learning speaking English the Tenth Grade at SMAN Model 5 Enrekang.

F. *Operational Definition of terms*

1. Speaking Ability

Speaking ability is the ability to present their ideas, opinion or information by the speaker to the listener. Through speaking people tell anything, shares ideas, and give information well.

2. Suggestopedia

Suggestopedia is one of teaching method that characteristic is using suggestology, Classical music, to suggest students' think in learning process through decorate and arrangement of the teaching classroom and principles of the method is relaxed and confident.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Literature Review

There are some researches which have been conducted relating to teaching Speaking. Some of findings of related research are presented in the following section.

a. Some Previous Related Studies

Meidian Putri Zusana (2014) on her thesis *The Effect of the Application of Suggestopedia Teaching Method Toward Students' Speaking Ability*, concluded that using the method as learning resource can improve students' speaking ability.

Nopiyanty MS (2014) on her thesis *Teaching English Speaking Using Suggestopedia Method*, explained that using suggestopedia method could improve students speaking skill. The students who are taught by using suggestopedia method had better speaking ability also this method could help them to improved their Confidence in speaking English.

Hasriati (2014) on her thesis *Improving Students Speaking skill through Situational Language Learning at the Second Year of SMPN 2 Kajuara Kab. Bone*, concluded that situational language learning method is a good way to improve the students speaking ability. She found that 73% of the students were effective in learning English and 70% of the students could increase their English through situational language learning.

Syarif (2014) on his thesis *Improving the Students' Speaking Ability of Second Grade through Communicative Approach at Syekh Hasan Yamani Islamic Boarding*

School in Polman, concluded that communicative approach is effective to improve students' speaking ability, his found where t-test value was higher than t-table value; $8.03 > 2.05$. It means that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted.

Kuratul Aini (2014) on her thesis *Improving Students Speaking Ability of the Third Year Students at MTsN Model Makassar through Educational Drama (A Classroom Action Research at Class IX MTsN Model Makassar)*, found that there was significant improvement of the students' speaking ability by using educational drama technique and it's proved by the score from the pre test is 57.80 %, then in the first cycle is 67.45 % and in the second cycle is 76.60% of students success in the class.

The researcher's point of view, the above related studies present some strategy in teaching speaking. They have the same objective with this research, to improve the students' speaking. However, this research has difference with the researches above, because it will be conducted by different strategy and procedure. A good strategy should present an easiest and a simplest one and it can reduce to the teacher in class activities as trigger students' creativities to independent learners. Finally, the researcher will try to use method namely Suggestopedia method. It is expected that, this method can help students what they have to speak.

B. Some pertinent ideas

1. The concept of Speaking

a. Definition of Speaking

In Oxford advance learner's Dictionary (1995:827) Is defined as speaking making use of words in an ordinary voice; uttering words; knowing and being able to use a language expressing oneself in word; making a speech. In short, the speaking skill is the ability to perform the linguistic knowledge in the actual communication.

There are some definition of speaking, the first is from Channey (1998:13) who state that "speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in variety of contexts". The second from Byrne (1998:8) who said that, "Speaking is a two process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding." Therefore, both speaker and listener are active during the oral communication takes place. This means that a speaker may express his/her mind to the listener and the listeners later gives response related to the topic they talk about.

According to Widdowson (1985:57) speaking is a means of oral communication that gives information involves two elements, namely speaker who gives the message and the listener who receptive the message in other world, the communication involves the productive skill of listening.

In relation with the statements above, speaking is a way of conveying message from one person to others. It is the most essential way in which the speaker can express himself through language.

b. The Element of Speaking

As the other skills in English, in speaking, there are some specific elements that have strong correlation with the skill. According to Heaton (1990), aspect of speaking can be divided as follows:

1. Vocabulary

It is impossible to speak without mastering vocabulary. Therefore this element is somewhat essential to learn before practicing speaking. The students sometimes get trouble in memorizing all vocabulary that they have known because they lack of practicing and use them. Thus they need to practice more to keep them in mind. Moreover, Turk, C (2003:87) states that the second way in which spoken language differs from written language is that the choice of vocabulary is very different. Written vocabulary is formal, and explicit. Spoken vocabulary tends to be familiar, and every day. From that statement we can conclude that the appropriate way to develop the students' speaking ability is made sure that the vocabulary used in the speaking topic is familiar for them.

2. Grammar

According to William Nelson (1958:27) grammar is the organization of words into various combinations, often representing many layers of structure, such as phrase, sentences, and complete utterances. Grammar is sometimes defined as the way words are put together to make correct sentences. A specific instance of grammar is usually called a structure would be the past tense, noun plurals, the comparisons of objectives.

3. Pronunciation

It is the manner of pronunciation something articulate utterance. According to Hornby (1995:928) pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of a language. From the definitions above, it shows conclusion that pronunciation is the way person utters a word or a language. According to Celce-Murcia (1987) defined pronunciation as the production of the sounds used to make meaning. It also includes attention to the particular sounds of language, and aspects of speech beyond the level of individual sounds, such as intonation, phrasing, stress, timing, rhythm, voice production, and in its broadest definition, the gestures and expressions related to the way we speak.

4. Fluency

According to Riddel (2001:118) in simple terms, fluency is the ability to talk freely without to talk freely without too much stopping hesitating. Meanwhile, according to Gower et-al (1995:100) fluency can be thought of as the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

c. Basic Types of Speaking

After knowing the definition of speaking, the speaking itself is divided into some types, and according to Brown (2004:141) speaking falls into five basic types:

1. Imitative

At one end a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled “pronunciation”; no inferences are made about the test-taker’s ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

2. Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

3. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

5. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

d. Characters of Successful Speaking

When the students choose to learn a language, they are interested in learning to speak that language as fluently as possible. According to Ur (1995) there are four characteristics of a successful speaking activity:

1. Learners talk a lot

As much as possible of the period of time allocated to the activity is a fact occupied by learners talk. This may seem obvious, but often most time is taken up with teacher talk or pause.

2. Participation is even

To lead the students to express their ideas, comments, or responses orally about something. The learner can mix L2 with L2. In the case of Indonesian students who speak English with few mixes to Indonesian will make the communication run well.

3. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4. Language is of an acceptable level.

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

e. Reasons for teaching Speaking

According to Jeremy Harmer (2010:123) there are three main reasons for getting students to speak in the classroom:

1. Speaking activities provide rehearsal opportunities-chances to practice real-life speaking in the safety of the classroom.
2. Speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing.
3. The more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

2. Suggestopedia

a. Definition of Suggestopedia

According to Diane-Larsen-Freeman (2000:73) suggestopedia is a teaching method which has been developed by Georgi Lozanov (1970s) and usually called by affective-humanistic approach. This teaching method is the application of the study of suggestion to pedagogy, and helps students eliminate the feeling that they can not be successful or the negative association they may have toward studying and, thus, to help them overcome the barriers to learning. The prime objective of Suggestopedia is to tap into more of students' mental potential to learn, in order to accelerate the process by which they learn to understand and use the target language for communication.

According to Diane-Larsen-Freeman (2000:74) there are some major principles of desuggestopedia teaching method:

1. Mental Reserve Capacities (MRC)

The central premise is that we all possess considerable mental reserves which we rarely if ever tap under normal circumstances. Among the examples of such capacities are the ability to learn rapidly and recall with ease large quantities of material, solve problems with great rapidity and spontaneous ease, respond to complex stimuli with facility and creativity. There is general agreement among researchers that the human being uses 5-10% of his/her brain capacity at the most. The primary objective is to tap into the MRC.

2. Psychological “Set Up”

Our response to every stimuli is very complex, involving many unconscious processes which have become automatic responses. These are largely patterned responses - in many ways peculiar to us as individuals. The responses tend to be automatic and typical for them - the result of an inner, unconscious disposition or set-up, which is the product of automatized, conditioned responses. Our inner set-up operates when we encounter any situation - entering a school, being confronted with an opportunity - consulting a physician- as examples. Our inner, unconscious set-up is extremely basic and important to our behaviour and to our survival - and it can be extremely limiting, for it can imprison us in unconscious, consistently patterned responses which prevent us from experiencing and exploring other alternatives - which might be far more desirable and beneficial to us. Prevailing social norms, instilled in us by all our social institutions, including family and schools, are the main carriers and enforcers of the beliefs and responses which contribute to the formation of our inner set-up. Genetic and other factors contribute as well. The power of the influence of our unconscious set-up is very great, and any significant lasting change or overcoming of previous limits will necessarily involve a change in our unconscious patterns of response. This is why logical argumentation at the conscious level is often so useless - even when there is conscious agreement. This is why so much of the classroom experience remains an intellectual exercise: words, rhetorical mastery, even brilliance are of little lasting effect if they only engage the conscious levels of the student's mind. Only when a teacher or a doctor is able to penetrate the

set-up, engage it in a way which allows it to be accepting and open to extensions and transformation does the real potential of a student/patient begin to open up.

3. Suggestion

Suggestion is the key which Lozanov found to penetrate through the “set-up” and stimulate the mental reserve capacities. Even more, through suggestion we can facilitate the creation of new, richer patterns of conscious/unconscious responses or new (set-ups): “Suggestion is the direct road to the set-up. It creates and utilises such types of set-ups which would free and activate the reserve capacities of the human being.” From those principles we can see that desuggestopedia teaching method stress the teaching process using comfortable environment. It means that, in learning process teacher should build up the confidence of the students to master the material so that students will set free their mind in doing the activity in classroom. And here are some techniques used in this teaching method.

According to Bancroft (1972) in Richards and Rodgers There were some theoretical components through which desuggestion and suggestion operate:

- a. **Authority:** students remember best and are influenced when information comes from an authority or teachers.
- b. **Infantilisation:** learners may regain self-confidence in a relation of teacher-student like that of parent to child.
- c. **Double-Planedness:** learning does not only come from direct instruction but also comes from the environment in which instruction takes places.

d. Intonation, rhythm, and concert pseudo-passiveness: varying tone and rhythm of presentation frees the instruction from boredom, and presenting linguistic material with music gets the benefit of the effect produced on body.

According to Diane Larsen-Freeman (2000) there are some techniques and the classroom set-up when this method is applied in classroom:

1. Classroom set-up

The challenge for the teacher is to create a classroom environment which is bright and cheerful. If this conditions are not always possible, teachers should try to provide grammatical information that is appropriate to what the students are studying.

2. The use of music

One of the most uniqueness of this method is the use of music during the learning process. According to Ostrander and Schroeder (1978:73-4) Music, with its 60 beats per minute and its specific rhythm, created the kind of relaxed states of mind for maximum retention of material. It is believed that music creates a level of relaxed concentration that facilitates the intake and retention of huge quantities of materials. The increase in learning potential is put down to the increase of alpha brain and decrease of blood pressure and heart rate. The music used also depends on the expected skill of the students: grammar, imagination exercises, making future plans, discussion, etc

3. Peripheral learning

This technique is based upon the idea that we perceive much more in our environment than that to which we consciously attend. It is claimed that, by putting posters containing grammatical information about the target language on the classroom walls, students will absorb the necessary facts effortlessly teacher may or may not call attention to the posters. They are changed from time to time to provide grammatical information that is appropriate to what the students are studying.

4. Free Errors

In the teaching learning process of speaking, errors are corrected gently, with the teacher using a soft voice. The emphasis is on the content not the structure. Grammar and vocabularies are presented and given treatment from the teachers, but not dwelt on.

5. Homework is limited

Richards and Rodgers (1986:146) For homework the students read over the dialog just before they go to sleep, and again when they get up the next morning. Music, drama and art are integrated in the learning process they are integrated as often as possible.

b. Suggestopedia In The Classroom

Diane Larsen-Freeman (2000) Suggestopedia as a method for teaching speaking, the teacher should take eight steps:

1. Positive suggestion

It is the teacher's responsibility to orchestrate the suggestive factors in a learning situation, thereby helping students break down the barriers to learning that they bring with them. Teacher can do this through direct and indirect ways.

2. Presentation

Presentation is the basis of conducting Suggestopedia in class successfully. The main aim in this stage is to help students relaxed and move into a positive frame of mind, with the feeling that the learning is going to be easy and funny. Desuggestion and suggestion happen at this stage at the same time.

3. A new identity

Students choose a target language name and a new occupation. As the course continues, the students have an opportunity to develop a whole biography about their fictional selves.

4. Role play

Students are asked to pretend temporarily that they are someone else and to perform in the target language as if they were that person. They are often asked to create their own lines relevant to the situation. .

5. First concert (active concert)

The two concert are components of the receptive phase of the lesson. After teacher has introduced the story as related in the dialogue and has called students' attention to some particular grammatical points that arise in it.

6. Second concert (passive concert)

In the second phase, students are asked to put their script aside. They simply

listen as the teacher reads the dialogue at a normal rate of speed. The teacher is seated and reads with musical accompaniment.

7. Primary activation

This technique and the one that follows are components of the active phase of the lesson. Students playfully reread the target language dialogue out loud, as individuals or in groups.

8. Creative adaptation

Students engage in various activities designed to help them learn new material and use it spontaneously. Activities recommended in this phase include singing, dancing, dramatizations, and games.

Based on those principles and techniques, this teaching method is very unique and has a fun activity. Because of the use of music and some properties in teaching so students can enjoy the class and they can confidently practice the language in classroom. Besides that there is a psychological suggestion used in his teaching method so that teacher can build up the students' confidence. Moreover in learning speaking, students can easily practice their speaking in a comfortable environment without any feeling of worry about making mistakes in classroom.

CHAPTER III

RESEARCH METHOD

A. Research Setting

1. Research Location

The research was about an Improving the Tent Grade Students' Speaking Ability Through the Use of suggestopedia at SMAN Model 5 Enrekang.

SMAN Model 5 Enrekang has applied the national standard scale located in Enrekang, Baraka subdistrict and enrekang Regency of Sulawesi Selatan Province. It was about ± 267 Km toward east from Makassar. The Location of the school was strategic and easy to reach because it was located nearby the main road of Baraka and Enrekang.

2. Curriculum

The curriculum in Senior High School SMAN Model 5 Enrekang used 2013, because this school has got an accreditation A and also the school with national standard.

3. Facilities

The main facilities possessed of Senior High School SMAN Model 5 Enrekang were the teacher, textbooks, internet and classrooms. This school has twenty nine classrooms; they were six classes for the third years with the capacity of the thirteen students, six classes for the second years and also thirteen students, and twelve for the first year with the capacity of the twenty five students. An other facilities of this school were five laboratorium included three sciences laboratory, one

art laboratory and one computer laboratory, one library, also three sanitations of facilities that competent for the students and more detail about the facilities in table:

Table 3.1

The facilities of Senior High School 5 Enrekang

No.	Facilities	Total
1.	Head master office	1
2.	Staff offie	1
3.	Teacher office	1
4.	Administration office	1
5.	Counselor office	1
6.	Library	1
7.	Computer lab	1
8.	Art lab	1
9.	Science lab	3
10.	Students' clinic room unit	1
11.	Classroom	29
12.	Mushola (school praying hall)	1
13.	Sport yard	2
14.	Parking area	3
15.	Osis room	1
16.	Cafetaria	11

4. Teacher and students

The totally of the teachers in Senior High School 5 Enrekang were 71 teacher with detail of 44 male teachers and 27 female teachers that have qualitifcation of

S1. While the total students in academic year of 2016/2017 Senior High School 5 of Enrekang were 480 students with detail of :

Table 3.2 The list of total students in Senior High School 5 Enrekang

Class	Students
X	135
XI	90
XII	90
Totally	315

The research source : 2017

B. Research Method

1. Research Design

The research design described about the design, research variables, instrument data of research collection and techniques of data analysis. The researcher held Classroom Action Research (CAR). Hopkins (1993:44). CAR is a way that researcher uses to improve the students' ability in identifying specifik information to increase listening ability of the students. The main proposes of CAR are to identify and to solve the students problem in the class.

Action is given by the teacher or the guidance of the teachers by students. Classroom Action Research is a study that raises actual problems faced by teacher. Similarly, Hopkins (1993) also state:

“Action Research is a form of self-reflective enquiry undertaken by participants in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practice of (b) their understanding of these practices, and (c) the situation in which the practices are carried out.”

Kemmis and Taggart (2006:66) described the approach or the procedure of the CAR into four steps. They are; (1) plan (2) action (3) observation and evaluation (4) reflection the relations among the is called a cycle. It means, a cycle consist of plan, action, observation, and reflection. Further detailed information of this research method is provided below:

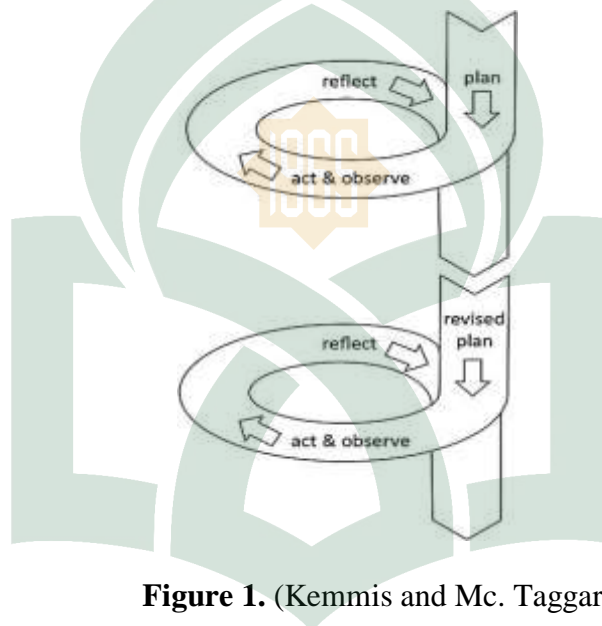


Figure 1. (Kemmis and Mc. Taggart)

1. Planning

In this steps, the researcher prepared what the students have to do in the action step. All planning include lesson plan, media.

2. Acting

In this step, the researcher tried to implement some techniques or procedural acts that have been formulated at planning.

3. Observing

Observing is the activity to observe the data collection in order to know what extended the action activities have reached the objectives of the study. In this step, the researcher analyzed the data collection during the treatment.

5. Reflecting

Reflecting is the activity of evaluating about the progress or change of the students, class, and also teacher. In this step, the researcher observed whether the action activity gave result any progress, what progress happened, and also about the positive and negative.

C. *Research Participants*

The data was taken at X grade at SMAN Model 5 Enrekang in the academic year of 2016/2017, where there were six classes that consisted of 135 students. The researcher only used a group of students from the Class X IPA 6. The class consisted of 20 students with 12 female and 8 male. The researcher chose the class based on the consideration from the English teacher.

D. *Research Target*

This research conducted until the minimum target of the research achieved. The minimum target of the researcher was getting 75 as a KKM of the speaking class at the last cycle after implementing the suggestopedia. So, if 60% students in the class have achieved score 75 after applying the suggestopedia in cycles, this finish and it can be considered successful.

E. Reasearch Instrument

To collect the data, the instrument in this research were speaking test and observation guidelines. They were as follow:

1. Spoken Test

The researcher used spoken test to measure the students' Speking ability. The class designed interest before the teaching learning process. This test used narrative text as material. This test was designed based on the curriculum and the syllabus of Senior High School Grade X about narrative text. The test conducted orally and directly. The result of this test was considered as the data of the students' speaking ability improvment. The researcher used scoring system spoken test to assess students' speaking ability speaking test consists of four indicators. They were grammar, vocabulary, pronounciation and fluency.

2. Observation Guidelines

The researcher used observation guidelines to assess students learning activity in English teaching learning process. Observation was important for assessing physcal and social skill, work habit, attitudes and self management. The observation guidelines were filled out by the researcher during the process of teaching and learning. The observation used to determine whether the students were active in class or not, the form of observation guidelines were discribed below:

Table 3.3**The form of observation guidelines**

Aspect	Indicators	Score
The seriousness of the students during the learning process	Giving attention to the teacher's explanation and instruction	
	Making comments or asking questions about the explanation and instruction.	
	Giving attention to the material, examining them seriously	
	Making comments or asking questions about material of narrative text (to the teacher or their friends)	
Activities	Trying to understand the instructional by using various learning aids (electric dictionary, etc., asking the teacher or their friend whenever they do not understand)	
	Doing their assignments based on the teacher instruction	
	Classical music relaxation playing from tape-recorder and follow the text in their textbook	
	Presenting the content of the text individually	
	Doing assignments from their teacher well	
Feeling of happiness	Looking happy in learning process	
	Not feeling sleepy during the teaching and learning process	
Students' participation	The students' participation in asking question	
	Students give good response during teaching and learning process	
	Students follow the lesson seriously	

F. Data Collecting Procedure**Cycle I**

The first cycle in this classroom action research consisted of planning, acting, observing and reflecting as follows:

1. Planning

This step, the researcher prepared all things that related to the lesson. The first the researcher wrote a lesson plan. The lesson plan was made based on the on the

curriculum and the syllabus of Senior High School Grade X and the suggestopedia steps. The researcher selected some narrative texts. Then, the researcher prepared the test for the students'. The last, the researcher prepared observation guidelines filled up by the collaborator while the researcher implementing the suggestopedia in the classroom.

2. Acting

This step, the researcher conducted activity according to schedule that was arrange in planning stage. The researcher gave students test in individual, and evaluated them. The teaching steps of the action were:

- a) The researcher entered the class with greeted the students. Then, checked out the attendance list. Then, gave the students a little information about English.
- b) Arranges the classroom (to provide Speaker, Laptop and Proyektor) and gave instrutions for the students.
- c) All participants in a circle in their especially designed chair.
- d) Giving warming up motivation, with said that they are not learnt English but they are going to get the attractive experience in learning English.
- e) Played classical music followed by yoga and suggestology to stimulate them involving the material.
- f) The researcher explained about the objective of the lesson.
- g) The teacher gave the paper to the students the content was about narrative text in native language translation and explain any important issues of grammar, vocabulary pronunciation and fluency.

- h) Music playing from tape-recorder and the teacher began to read text, the teacher voice modulated in harmony with the musical phrases.
- i) Drill the students to pronounce the list of vocabulary.
- j) The students played guess word game
- k) The researcher read the text and followed by the students with expression related the text simultaneously.
- l) After that, if the students have understood the text they practiced without classic music.
- m) The researcher ask the students to presentation the text individually.
- n) For homework, the students read the text at the night and in the morning.

3. Observing

This step, the researcher observed the learning process of suggestopedia. The purpose of this activity was to evaluate the results, collect the data and monitor the teaching learning process. The score of observation include the students' attitude, interest, emotion and their response in the process learning. The researcher also identified the students' problems in speaking. After identified the problems, the researcher looked for the problem solving to overcome the problems in the next step.

4. Reflecting

This step, the researcher analysed all of the data; Preliminary data, test and observation guidelines. From the data, the researcher can found out about the result of the cycle 1 it is successful, less success, or failed to achieve the indicator of success.

The result of this reflection used as a consideration to plan the next action for the next cycle and to determine whether the next cycle is needed or not . If the cycle 1 unsuccessful or failed, the researcher identified the causes that make this strategy was not success. Then, the researcher plan cycle 2 to repair the unsuccessful thing in cycle 1.

Cycle 2

Cycle 2 continued step from cycle 1. The steps in the cycle 2 are similar with cycle 1 but there were some emphases due to revise plans. If cycle unsucces the researcher planned to continue to the next cycle.

G. *Data analysis Technique*

After collecting the data, the researcher analyzed them to get valid data. Two techniques used in analyzing the data. They are:

1. Quantitative Data

The collected data through the test was analyzed using quantitative analysis by using English speaking skill scoring by Heaton (1988). The data from the English speaking test score. The researcher gave score on the students vocabulary, grammar, pronunciation and fluency. According to Heaton (1988), to analyze the speaking score it must follow the orders below:

Table 3.4**The Assessment of Vocabulary**

Classification	Score	Criteria
Very Good	5	Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	Long pauses while he searched for the desired meaning. Frequently and halting delivery. Almost gives up making the effort at times limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

(Heaton: 1988)

Table 3.5**The Assessment of Grammar**

Classification	Score	Criteria
Very Good	5	Make few noticeable errors of grammar and word order
Good	4	Occasionally makes grammatical of word order errors which do not, however obscure meaning.
Average	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
Poor	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentence or restrict him to basic pattern.
Very poor	1	Errors in grammar and word order as severe as to make speech virtually unintelligible.

(Heaton: 1988)

Table 3.6
The Assessment of Pronunciation

Classification	Score	Criteria
Very Good	5	Pronunciation is lightly influenced by mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major error causing confusion.
Average	3	Pronunciation influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation seriously influenced by mother tongue with errors causing a breakdown. Many “basic” grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course

(Heaton: 1988)

Table 3.7
The Assessment of Fluency

Classification	Score	Criteria
Very Good	5	Speaking without too great effort with wide range of expression searching for words. Searching for words but occasionally only one or two unnatural pauses
Good	4	Occasionally, fragmentally but success in conveying the the general meaning fair range of expression
Average	3	Has to make an effort for much of the time, often has to research for desired meaning, rather halting delivery and fragmentary. Range of expression often limited
Poor	2	Long pauses while he searches for desired frequently fragmentary and halting delivery, almost gives up making the effort, very limited range of expression
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentally delivery. At times giving up making the effort, very limited range of expression

(Heaton: 1988)

- a. Scoring the students' achievement

$$\text{Score} = \frac{\text{the result of students}}{\text{maximum score}} \times 100 \%$$

(Adopted from Asnal, 2016)

- b. To find out the mean score of the students' test the researcher used the formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

\bar{x} = Mean Score

$\sum x$ = The sum of all score

N = The number of subject (students)

(Sudijono: 2014)

- c. To classify the students' score, there are seven classifications which are used as followed:

Table 3.8

The Classification of Students' score

No	Score	Criteria
1	90 – 100	Excellent
2	80 – 89	Very good
3	70 – 79	Good
4	60 – 69	Fairly good
5	50 – 59	poor
6	40 – 49	Very poor

(Depdiknas: 2006)

- d. To calculate the percentage of the students' score, the formula which used as followed:

$$P = \frac{F}{N} \times 100 \%$$

Where:

P : Percentage

F : Frequency

N : The total number of the students

(Sudijono, 2014)

2. Qualitative Data

The qualitative data was taken from observation guidelines applied during the treatment in each cycle. Qualitative data is the data which in sentence forms that involve the information about the seriousness of the students during the learning process, activities, feeling of happiness and students' participation

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes both the findings and the discussion of this research. In the findings section, the researcher shows that, the numbers of data collected during the research (two cycles). Otherwise, the discussion explained and interprets the findings. In addition, the researcher compares the data collected between two different cycles. The problem statements of this research are provided in this section either.

A. Findings

This section is divided into two parts including the finding in the first cycle and the finding in the second cycle. The explanations are given below:

1. The First cycle

1. Planning

This cycle conducted for three meetings. It was conducted on July 20th, 24st, and 27st 2017.

The first and second meetings used to gave materials and the third meeting used to conduct test. In this phase, the researcher prepared the teaching learning design, suc as: lesson, the material about speaking that was given to the students, research instrument, observation guidelines, attendance list, and camera. During the teaching and learning process, the researcher observe the students by using the guidelines of observation. It consisted of some indicators of the research achievements to know whether Suggestopedia can improve the students speaking and overcome the problem in speaking. There are four aspect that had been

observed. They were the seriousness of the students during the learning process, activities, feeling happiness and students participation. The researcher held first test (preliminary study) to know the students' speaking ability, give the students test in individual, and evaluate them before conducting the action in the first cycle. The test was given on May 18th 2017 to know their speaking ability in learning English. According to the test, the researcher found that the students were hardly speak up in the class because they have less vocabulary, afraid to make mistakes, moreover in vocabulary, grammar, pronunciation and fluency error. Besides, they did not like English class because the class was boring. Then, the students were anxiety, low of confidence stand up in front of the class that made the students did not speak fluency. Next, the class environment did not support them to speak English. The mean score of the preliminary study was vocabulary (1.65), grammar (1.55), Pronunciation (1.80), and accuracy and fluency (1.80). Four of them were inadequate. These are the students' speaking score of preliminary study test:

Table 4.1
The First Score of Students' test (Preliminary Study)

	Scores (s)	Frequencies (f)	Percentages (%)
Vocabulary	5	0	0
	4	0	0
	3	1	5
	2	9	45
	1	10	50
	0	0	0
Mean Score : 1.65		20	100
	Scores (s)	Frequencies (f)	Percentages (%)
Grammar	5	0	0
	4	0	0
	3	0	0

	2	11	55
	1	9	45
	0	0	0
Mean Score : 1.55		20	100
Pronunciation	Scores (s)	Frequencies (f)	Percentages (%)
	5	0	0
	4	0	0
	3	3	15
	2	10	50
	1	7	35
	0	0	0
Mean Score : 1.80		20	100
Fluency	Scores (s)	Frequencies (f)	Percentages (%)
	5	0	0
	4	0	0
	3	2	10
	2	12	60
	1	6	30
	0	0	0
Mean Score : 1.80		20	100

The table 4.1 above showed us the students' score of the first test (preliminary study). The data indicated the students' score in speaking. It showed that the students' score were very poor and all the students had problems in speaking. Therefore, the teacher tried to apply an Interesting Strategy in his class to overcome the students' problem and improve the students' speaking ability.

2. Action

a) *The First meeting*

The first meeting focused on improving students' speaking ability. In this meeting conducted on July, 20th 2017 from 07.30-08.50 am. In this activity, the researcher became a teacher and accompanied by the observer or collaborator.

The first meeting were focus on speaking. Tests in teaching and learning process were:

- a) The researcher entered the class with greeted the students. Then, checked out the attendance list. Then, gave the students a little information about English.
- b) Arranges the classroom (to provide Speaker, Laptop and Proyektor) and gave instructions for the students.
- c) All participants in a circle in their especially designed chair.
- d) Giving warming up motivation, with said that they are not learnt English but they are going to get the attractive experience in learning English.
- e) Played classical music followed by yoga and suggestology to stimulate them involving the material.
- f) The researcher explained about the objective of the lesson.
- g) The teacher gave the paper to the students the content was about narrative text in native language translation and explain any important issues of grammar, vocabulary pronunciation and fluency.
- h) All the conversation stopped for minute or two.
- i) Music playing from tape-recorder and the teacher began to read text, the teacher voice modulated in harmony with the musical phrases.
- j) The students observe the teacher simulation.
- k) Drill the students to pronounce the list of vocabulary.
- l) The students played guess word game it line back and then the teacher gives one word to the students then, the teacher ask to the students to practice the

meaning of word used by gesture and the last student had guess the word by English.

m) The researcher read the text and followed by the students with expression related the text simultaneously.

n) After that, if the students have understood the text they practiced without classic music.

o) The researcher ask the students to presentation the text individually.

p) For homework, the students read the text at the night and in the morning.

b) *The second meeting*

The second meeting conducted on July 24th, 2017. The class started on 10.40 a.m. up to 12.00 a.m. Activity in th second meeting was similar to the activity in the first meeting, this meeting focused on the failed indicators in the previous meeting. The researcher firstly explained the students error in speaking about the vocabulary, grammatical, pronunciation and their confidence to speak so, they can speak fluently. After that, gave a narrative text related the material of speaking. Then, read the text and followed by the students with expression related the text simultaneously, drill the students to pronounce the list of vocabulary, played guess word game and if the students have understood the text they practiced without classic music. The researcher tried to make the students be more understood about speaking. The researcher gave time to the students for asking to the teacher what they did not understood yet about the explanation of speaking which has been explained in the first meeting.

c) *Third Meeting*

The Third meeting conducted on July 27th, 2017. The class started on 09.00 a.m. up to 09.45 a.m. In this section, the researcher was no longer teach again but gave the students a competence test in order to measure the students' improvement of speaking English after action class. The test was done orally by invited them one by one to show the contents of the text in front of the class while the researcher scored their speaking ability grade (vocabulary, grammar, pronunciation and fluency). This scoring was individual grade. This is following result of students' test in the first cycle:

Table 4.2
The Students' Score of First Cycle Test

	Scores (s)	Frequencies (f)	Percentages (%)
Vocabulary	5	0	0
	4	9	45
	3	9	45
	2	2	10
	1	0	0
	0	0	0
	Mean Score : 3.35	20	100
	Scores (s)	Frequencies (f)	Percentages (%)
Grammar	5	0	0
	4	7	35
	3	9	45
	2	4	20
	1	0	0
	0	0	0
	Mean Score : 3.15	20	100
	Scores (s)	Frequencies (f)	Percentages (%)
Pronunciation	5	0	0
	4	8	40
	3	9	45
	2	4	20
	1	0	0
	0	0	0

Mean Score : 3.20		20	100
Fluency	Scores (s)	Frequencies (f)	Percentages (%)
	5	0	0
	4	8	40
	3	9	45
	2	3	15
	1	0	0
	0	0	0
Mean Score : 3.25		20	100

Table 4.2 above described the students' speaking achievement (vocabulary, grammar, pronunciation and fluency) of the first action-test in the first cycle. The data showed us that after giving students' action class "Suggestopedia" in the previous two meetings, their speaking grades became quite better even a bit for each meeting. Firstly, the mean score of the students' vocabulary of the first test before giving action (*see table 4.1*) was only **1.65** That scores comes up to **3.35** in the first cycle test (*see table 4.2*). In addition, almost students achieved score 1 (10 (50%) students, hardly achieved score 2 (9 (45%) students only, score 3 (1 (5%) student, score 4 (0 (0%) student, score 5 (0 (0%) student and getting score 0 (0 (0%) student Overall, none of them got excellent at all. Comparing to the first cycle test (*see table 4.2*), students achieve score 2 unchanged (2 (10%) students, score 3 (9 (45%) students, score 4 (9 (45%) students, score 5 (0 (0%) student remain, score 1 (still 0 (0%) student and score 0 decrease 1 (0 (0%) student. Those all compared scores indicated that the students' vocabulary in the first cycle test was better rather than their prior score in the first score (preliminary study). The conclusion of this action (using Suggestopedia) worked a bit well even their improvement was not high and bringing no students

could get excellent yet in both the first test (primarily study) and the first cycle test.

Secondly, the students' grammar achievement, both of previous tables above showed a bit difference grades. In the first test, the mean score of students' grammar was **1.55** whereas their grammar mean score of the first cycle test was higher **3.15**. That difference means students grammar raising better in the first cycle test. Furthermore, in the preliminary study (*see table 4.1*), students achieving score 1 (9 (45%) students, score 2 (11 (55%) students, score 5 (0 (0%) student, score 4 (0 (0%) student, score 3 (0 (0%) student and score 0 (0 (0%) student. Comparing to the first cycle test (*see table 4.2*), students getting score 4 (7 (35%) students, score 3 (9 (45%) students, score 2 (4 (20%) students, score 1 (0 (0%) student, score 5 (0 (0%) student and getting score 0 (0 (0%) student remains. From the comparison, the students' problems in grammar were quite recovered in the first cycle post-test.

Thirdly, the students' pronunciation achievement according to two data above, the mean score of the students' of the preliminary study test was **1.80** whereas their comprehension mean score of the first cycle test was upper **3.20**. Moreover, the students getting score 5 in preliminary study 5 (0 (0%) student, score 4 (0 (0%) student, score 3 (3 (15%) student, score 2 (10 (50%) students, score 1 (7 (35%) students and getting score 0 (0 (50%) student. Comparing to the first cycle test, the students getting score 5 still (0 (0%) student, score 4 (7 (35%) students, score 3 (9 (49%) students, score 2 (4 (20%) students, score 1 (0 (0%) student and student getting score 0 (0 (0%) student remaining. Therefore, the

students' pronunciation achievement of the first cycle test was quite better than their score of the test (preliminary study).

And the last is the mean score of the students' Fluency of the first test before action (*see table 4.1*) was only **1.80**. That scores comes up to **3.25** in the first cycle test (*see table 4.2*). In addition, almost students achieved score 1 (6 (30%) students, hardly achieved score 2 (12 (60%) students, score 3 (2 (10%) student, score 4 (0 (0%) student, score 5 (0 (0%) student and score 0 (0 (0%) student in the first test (preliminary study. Comparing to the first cycle test (*see table 4.2*), students achieve score 1 decrease 6 students (0 (0%) student, score 2 decrease 2 students (2 (10%) students, score 3 (9 (45%) students, score 4 (9 (45%) students, score 5 (0 (0%) student and getting score 0 (0 (0%) student remains. Those all compared scores indicated that the students' fluency in the first cycle test was better rather than their prior score in the preliminary study test.

From a number of comparison explained above, the researcher took a first conclusion that a few of students' problems including vocabulary, grammar, pronunciation and fluency in doing speaking activity could be decreased by used Suggestopedia.

3. Observing

Observation was held in both the first and the second meeting by the researcher and the collaborator. They observed how the students worked, participated, and assisted together following the class as well as how the atmosphere of the class in using suggestopedia method encourage the students in learning process. Further, they analyzed the improvement of the students'

achievement and found out whether the suggestopedia suitable to improve the students' speaking ability. To observe them, they used guidelines of observation. The result of the observation analyzed to find out the weaknesses of the method. Observing class was only focused on the first and the second meeting because the students had test only in the third meeting with none of teaching process and observation. The aspects which were observed during the teaching and learning process were the seriousness of the students during the learning process, activities, feeling of happiness and students participation. The result of the observation as below:

Table 4.3
The Results of the Observation in the First Cycle

Aspect	Indicators	Score
The seriousness of the students during the learning process	Giving attention to the teacher's explanation and instruction	80
	Making comments or asking questions about the explanation and instruction.	60
	Giving attention to the material, examining them seriously	65
	Making comments or asking questions about material of narrative text (to the teacher or their friends)	65
Activities	Trying to understand the instructional by using various learning aids (electric dictionary, etc., asking the teacher or their friend whenever they do not understand)	70
	Doing their assignments based on the teacher instruction	65
	Classical music relaxation playing from tape-recorder and follow the text in their textbook	80
	Presenting the content of the text individually	75
Feeling of happiness	Doing assignments from their teacher well	70
	Looking happy in learning process	80
Students' participation	Not feeling sleepy during the teaching and learning process	85
	The students' participation in asking question	60
	Students give good response during teaching and learning process	70
Mean Score	Students follow the lesson seriously	70
		71,42

Based on the table of observation above, the teaching and learning process was beyond the researcher expectation. The class process only got mean score 71.7% or categorized fairly good. Although some aspects were obtained already but it still needs to be improve in the second cycle. Looking at the scores in the table of observation, the series of indicators were gained based on the researcher's expectation. It was found that 85% of the students Giving attention to the teachers explanation and instruction, 80% of them Classical music relaxation playing and follow the text in their textbook, 75% of them Presenting the content of the text individually, 80% of them looked happy in learning process, and 80% Not feeling sleepy during the teaching and learning process. Nevertheless, those scores were not enough yet to support the goals in the class. It caused the teacher has to work hard for making and motivating the students to know and understand the material. The result of the observation shows that several aspects were not obtained including only 60% of students making comments or asking questions about the explanation and instruction, 60% of them participation in asking question, 65% of them giving attention to the material, examining them seriously, 65% of them making comments or asking questions about material of narrative text (to the teacher or their friends), 70% of them trying to understand the instructional by using various learning aids, Furthermore, only 70% of them doing their assignments based on the teacher instruction, 70% of them doing assignments from their teacher well, 70% of them follow the lesson seriously and 70% of them give good response during teaching and learning process. Considering the

result of the first observation above, the researcher concluded that there were some unsuccessful aspects being caused by these following items in the next page:

1. Not all students performed their presentation because of limited of time.
2. There were some students that low of confident to talk in front of the class.
3. Not all students have the same capability to understand the material.
4. There were many students who were still afraid and shy to present the results of their practice.
5. The students did not have enough time to do their presentation well.

Therefore, researcher might concern on the class participation improvement in the next second cycle which has not achieved in the first cycle.

4. Reflection

Both the result of observation and test of the first cycle are making the goal of this research was not achieve yet. Thus, a reflection needed in order to evaluate the next class and to recover the students' speaking grade in the next cycle. Particularly, concerning on the students' involvement and class preparation and hoped the students' grade gets improvement in the next test.

2. The Second cycle

1. Planning

This cycle conducted for three meetings. It was conducted on July 31st, 3th, and Agust 7th 2017.

Planning in the first and the second have quite some step because there were teaching learning design, suc as: lesson plan about speaking ability, the material about speaking that was given to the students, research instrument, observation

guidelines, attendance list, and camera. There was an emphasis on correcting the weakness in the first cycle. The correction needed to make a good result when the teaching process happened. The researcher focused the understanding of the material which included use of time order, motivating the students who were afraid, shy and lack of confident in speaking English and drill the students to speak fluently.

2. Action

a) *The first meeting*

In the first meeting was conducted on July 31st, 2017 from 07.30-08.50 am. In this meeting the researcher focused on improving students' ability in speaking. The procedures are:

- a) The researcher entered the class with greeted the students. Then, checked out the attendance list. Then, gave the students a little information about English.
- b) Arranges the classroom (to provide Speaker, Laptop and Proyektor) and gave instructions for the students.
- c) All participants in a circle in their especially designed chair.
- d) Giving warming up motivation, with said that they are not learnt English but they are going to get the attractive experience in learning English.
- e) Played classical music followed by yoga and suggestology to stimulate them involving the material.
- f) The researcher explained about the objective of the lesson.
- g) The teacher gave the paper to the students the content was about narrative text in native language translation and explain any important issues of grammar, vocabulary pronunciation and fluency.

- h) All the conversation stopped for minute or two.
- i) Music playing from tape-recorder and the teacher began to read text, the teacher voice modulated in harmony with the musical phrases.
- j) The students observe the teacher simulation.
- k) Drill the students to pronounce the list of vocabulary.
- l) The students played guess word game it line back and then the teacher gives one word to the students then, the teacher ask to the students to practice the meaning of word used by gesture and the last student had guess the word by English.
- m) The researcher read the text and followed by the students with expression related the text simultaneously.
- n) After that, if the students have understood the text they practiced without classic music.
- o) The researcher ask the students to presentation the text individually.
- p) For homework, the students read the text at the night and in the morning.
- q) Closed the meeting.
- b) *The second meeting*

The second meeting conducted on August 3th, 2017 from 07.30 a.m. up to 08.50 a.m. All the activity of the class were not really different with the activity in the first meeting. Read the text and followed by the students with expression related the text simultaneously, drill the students to pronounce the list of vocabulary, played guess word game and if the students have understood the text

they practiced without classical music. This activity concerned to decreased the students problem found in the first previous meeting.

c) *The third meeting*

This meeting conducted on august, 7th, 2017 from 10.30-11.50 a.m. This meeting, the researcher gave the students test in order to measure the students' improvement whether the action (the first and the second meeting) bring improvement to the speaking ability grade or not. The researcher in this meeting surely expected that the students speaking ability changes and became better than previous test. This is the following result of students test in the second cycle:

Table 4.4
The Students' Score of Second Cycle Test

	Scores (s)	Frequencies (f)	Percentages (%)
Vocabulary	5	2	10
	4	14	70
	3	4	20
	2	0	0
	1	0	0
	0	0	0
	Mean Score : 3.90	20	100
	Scores (s)	Frequencies (f)	Percentages (%)
Grammar	5	1	5
	4	13	65
	3	6	30
	2	0	0
	1	0	0
	0	0	0
	Mean Score : 3.75	20	100
	Scores (s)	Frequencies (f)	Percentages (%)
Pronunciation	5	3	15
	4	14	70
	3	3	15
	2	0	0
	1	0	0
	0	0	0

Mean Score : 4.00		20	100
Fluency	Scores (s)	Frequencies (f)	Percentages (%)
	5	4	20
	4	12	60
	3	4	20
	2	0	0
	1	0	0
	0	0	0
Mean Score : 4.00		20	100

The table 4.4 above shows that, the students' grades of the second cycle test. It indicates that the students' second cycle test increased better than their first cycle test (*see table 4.2*). The mean score of students' vocabulary in the first cycle test was **3.35** whereas they get increase in the second cycle test with mean score **3.90** Besides that, the mean score of their previous grammar was **3.15** then it became better in the second cycle test with **3.75**. In addition, the mean score of the students previous pronunciation was **3.20** then it increased became **4.00** in the second cycle test. Furthermore, their fluency of the first cycle test was **3.25** to **4.00** in the second cycle test.

Moreover, the highest score of students' vocabulary in the first cycle test was 4 which was gained by 9 students whereas the highest score in the second cycle test was 5 which was obtained by 2 students. In similar words, the score 4 is the highest score of the students' grammar that gained by 9 students in the first cycle test whereas that score 5 is the highest score although only gained by 1 students in the second cycle test. Then, the score 4 of the pronunciation was gotten by 7 students whereas the highest score in the second cycle test was 5 which was obtained by 3. In addition, the score 4 of the students' fluency gained by 8 students in the first cycle test whereas that score could be gained by 12

students but there is four student gained score five in the second test. Excellent comprehension grade, there are some students could gain score 5 in some aspects in the second cycle test. Those all data showing that there was an improvement of students ability from their vocabulary, grammar, pronunciation, accuracy and fluency of each. Overall, those quite improvements indicating the students' speaking ability could be recover and enhanced by used suggestopedia method.

3. Observation and Evaluation

The aspects which were observed during the teaching and learning process were just same in the first. There were four aspects; they were the seriousness of the students during the learning process, activities, feeling of happiness, and students participation. Each aspect consisted of some indicators. To observe the teaching and learning process, the researcher and the collaborators used the guidelines of observation. The result of the observation and evaluation which were done in the second cycle showed improvement of the students' participations in the classroom. In other words, it showed the students' achievements and the students' activities during the teaching and learning process. For clear information about the improvements, see the following table.

Table 4.5
Comparison the Results of the Observation between the First Cycle (C1) and the Second Cycle (C2)

Aspect	Indicators	Percentage		Change%
		C1	C2	
The seriousness of the students during the	Giving attention to the teacher's explanation and instruction	85	90	+5
	Making comments or asking questions about the explanation and instruction.	60	80	+20
	Giving attention to the material, examining them seriously	65	80	+15

learning process	Making comments or asking questions about material of narrative text (to the teacher or their friends)	65	80	+15
Activities	Trying to understand the instructional by using various learning aids (dictionary electric, etc., asking the teacher or their friend whenever they do not understand)	70	85	+15
	Doing their assignments based on the teacher instruction	65	85	+20
	Classical music relaxation playing from tape-recorder and follow the text in their textbook	80	90	+10
	Presenting the content of the text individually	75	85	+10
	Doing assignments from their teacher well	70	85	+10
Feeling of happiness	Looking happy in learning process	80	85	+5
	Not feeling sleepy during the teaching and learning process	80	85	+5
Students' participation	The students' participation in asking question	60	80	+20
	Students give good response during teaching and learning process	70	80	+10
	Students follow the lesson seriously	70	80	+10
Mean Score		71.7	83.57	12.14

The comparison score above showed the mean score of the first cycle observation was **71.7** whereas the mean score of the second cycle observation achieved **83.57** furthermore, the students' first class observation was only categorized *fairly good* whereas in the second cycle the observation score achieved *good level*. That means there was a bit improvement of students' participation supporting the conversation in the class with space **12.14** that improvment caused the researcher and the collaborators becoming proud even that was not very significant but at least the action process in the second cycle worked better.

4. Reflection

Although the students' speaking ability increased, there were a few unaccepted aspects of observation includes some of those students' were shy and afraid making comments or asking questions about material, doing assignments from their teacher well. Overall, the reflection remained the researcher to make a better class planning or class management. Finally, the students speaking score at the end reseach moved better relating to the researcher's expectation in the beginning. Moreover, this method contributed psitively to the students' speaking competence. Futhermore, some score for four items of speaking in the second cycle were found higher rather than in the first cycle.

B. Discussion

The data which were obtained from the students' achievement scores of the test in speaking by using some things was a significant improvement in every single test. It showed that the students' speaking ability in the first cycle of every indicator had improved significantly. It can be seen in the first cycle 8 students can pass test. At the first cycle, the students confused with the technique and according to the observation result they still less in seriousness during the learning process related to make comments or asking questions about the explanation and instruction, doing their assignment based on the teacher instruction and the students' participation in asking question.

It was different at the second cycle. There were 20 students pass the test and the rest was fail. The researcher tried to present more interesting in learning process. It made students give more attention. So, it improved students'

seriousness and participation during teaching and learning process. More than half the class participated in asking question and doing their assignment based on the teacher instruction. Most of them were active in learning process, making comment or asking questions about instruction.

Based on these data, it can inferred that their active participation created a good class atmosphere and the teacher easy to control the class. It related with Georgi Lozanov (1970s) suggestopedia is the application of the study of suggestion to pedagogy, and helps students eliminate the feeling that they can not be successful or the negative assosiation they may have toward studying and, thus, to help them overcome the barriers to learning. The prime objective of Suggestopedia is to tap into more of students' mental potential to learn, in order to accelerate the process by which they learn to understand and use the target language for communication.

The findings above have proven that using *suggestopedia* was able to improve the students' ability in speaking. This relates with Meidian Putri Zusana (2014) on her thesis *The Effect of the Application of Suggestopedia Teaching Method Toward Students' Speaking Ability*, concluded that using the method as learning resource can improve students' speaking ability.

On the other hand, during the implementation the technique, the researcher found that the students still felt afraid to speak up in front of their friends as well as some of them showed their confidence in front of the other students. So, the rule of the teacher more expected to guide the students.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and the suggestions of this research. Conclusion describes how about the improvement of students' speaking ability after being taught by using suggestopedia. Suggestions are taken based on findings and conclusions obtained in this research.

A. Conclusion

Based on the findings, it can be concluded:

1. Using *Suggestopedia* was significantly effective to improve speaking ability of tenth grade students at senior high school 5 of Enrekang. The result of the research at the first cycle showed that the students' speaking ability was still felt afraid to speak up in front of their friends as well as some of them showed their confidence in front of the other students. There were many students who were classified as fair to very poor. The data of the table 4.3 and 4.4 showed that the difference between first cycle and second cycle. The second cycle was more improving from the first cycle.
2. *Suggestopedia* is a one of method that can be applied on learning and teaching process. The use of *Suggestopedia* in teaching and learning is interesting because it can motivation in teaching and learning process. It makes students to get and develop their confident, build mental power of students.

B. Suggestion

Based on the conclusion before, the researcher proposes the following suggestion:

1. The researcher also suggest to the English teacher to try to use suggestopedia in teaching English especially in speaking.
2. The researcher hopes that other next researchers can use this research as a reference to conduct their research on the same field. It is really possible that there are other effective methods to teach English speaking.
3. Classroom Action Research is very good for the lecturers or teachers. It is a research method conducted by the lecturers who want to help students master the material. The main purpose of Classroom Action Research is to identify and to solve the students' problem in the class and improve their achievements. It is very helpful for the educators and students. Therefore the teachers or the lecturers are suggested to conduct classroom action research if their students have problems in the teaching and learning process.

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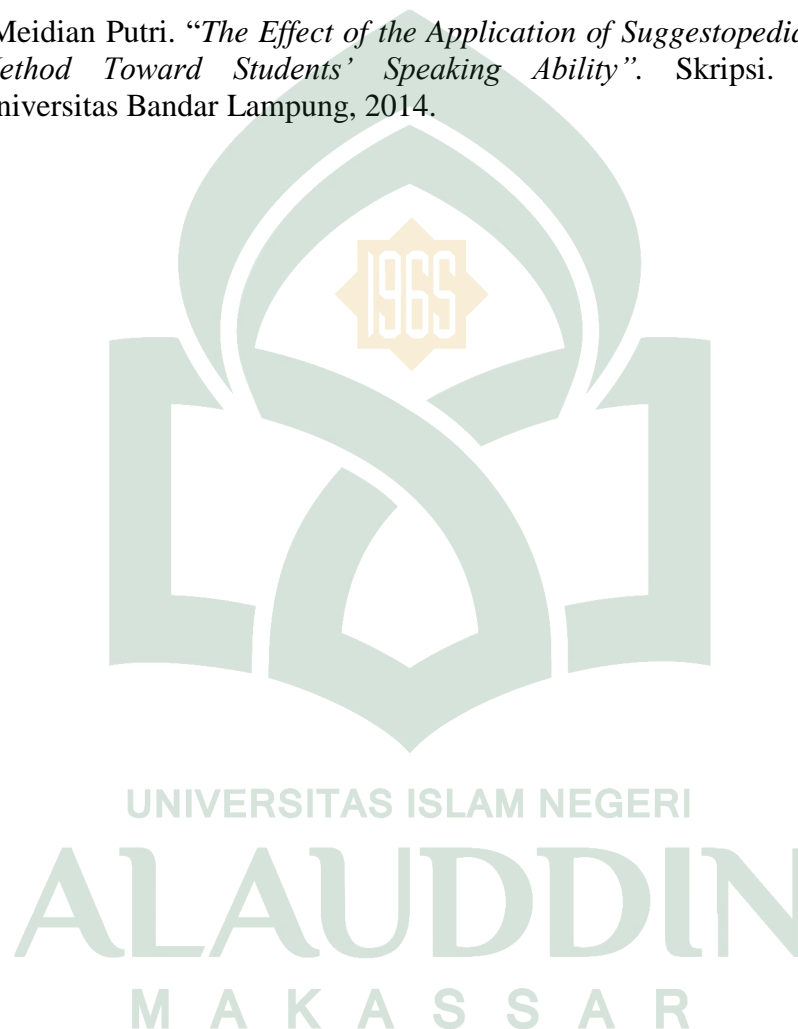
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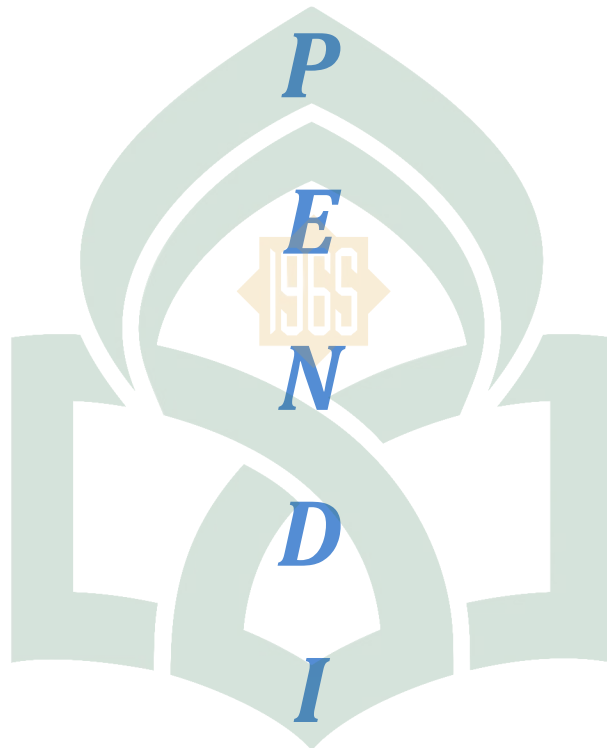
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Appendix I

LESSON PLAN

Sekolah : SMAN MODEL 5 ENREKANG
Mata pelajaran : Bahasa Inggris
Kelas/Semester : X/Ganjil
Materi Pokok : “Narrative Text”
Skill : Speaking
Alokasi Waktu : 12 x 45 menit (6 meeting)

A. KOMPETENSI INTI (KI)

- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar

3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa Narrative Text lisan dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya.

Indikator:

1. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan beberapa Narrative text lisan dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya.
2. Mengetahui makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan *Narrative text*, lisan terkait cerita pendek
3. Mendemonstrasikan Narrative Text secara lisan secara tepat dan kontekstual

C. MATERI PEMBELAJARAN

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

1. Fungsi Sosial

- Memperoleh hiburan ,menghibur dan mengajarkan nilai-nilai luhur, meneladani nilai-nilai moral, dsb.

2. Struktur Teks

Orientation : It is about the opening paragraph where the characters of the story are introduced.(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)

Complication : Where the problems in the story developed.

(Permasalahan muncul / mulai terjadi dan berkembang)

Resolution : Where the problems in the story is solved. Masalah selesai,
→ secara baik "happy ending" ataupun buruk "bad ending".

Re-orientation/coda

This is closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

3. Unsur Kebahasaan

- a. Past tense (Killed, drunk, etc)
- b. Adverb of time (Once upon a time, one day, etc)

- c. Time conjunction (when, then, suddenly, etc)
- d. Specific character, The character of the story is specific, not general (Cinderella, Snow white, The shepherd boy, etc)
- e. Action verbs A verb that show an action. (killed, dug, walked, etc)
- f. Direct speech It is to make a story lively. (Snow white said, "My name is snow white). The direct speech uses present tense.

D. METODE PEMBELAJARAN

- 1. Pendekatan : Scientific Approach
- 2. Model : role play
- 3. Teknik : Suggestopedia

E. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

- 1. Media : Audio Visual
- 2. Alat : Laptop, loudspeaker dan papan tulis
- 3. Sumber Pembelajaran : Kurikulum 2013,
<http://adeulfayani.wordpress.com>
<http://hanifarahmawati.wordpress.com>
<http://freeenglishcourse.info>

F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

The first meeting

- a. Mengucapkan salam dan berdoa bersama dipimpin oleh salah satu dari siswa yang dipilih secara acak.
- b. Mengecek kehadiran siswa.
- c. Memberi motivasi belajar dengan mengatakan bahwa para siswa tidak akan belajar bahasa Inggris melainkan mendapatkan pengalaman yang menarik dalam pembelajaran bahasa Inggris, dan memberikan suggestology kepada siswa berupa yoga yang diikuti oleh musik
- d. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

- e. Guru mengatur penampilan kelas, dengan memberikan instruksi kepada siswa agar deretan kursi kelas di dalam bentuk setengah lingkaran dan juga menyiapkan peralatan pembelajaran.
- f. Guru membagikan kertas kepada siswa yang berisi penjelasan mengenai narrative text.
- g. Guru membagikan narrative text yang sudah di translate ke dalam native language
- h. Dengan pengarahannya guru, peserta didik mempertanyakan tentang bagaimana pronunciation dari list of vocabulary.
- i. Peserta didik memperoleh pengetahuan tambahan tentang narrative text vocabulary, pronunciation, struktur teks.

The second meeting

- a. Guru menginformasikan bahwa dia akan membaca teks narrative dan diikuti oleh musik klasik.
- b. Peserta didik mengamati simulasi narrative text yang disajikan oleh guru.
- c. Semua percakapan berhenti sejenak.
- d. Musik di putar melalui tape-recorder guru mulai membaca, suara guru dimodulasi selaras dengan ungkapan-ungkapan musik.
- e. Guru membaca narrative text yang diikuti oleh siswa secara bersamaan, dengan ekspresi terkait dengan text.
- f. Siswa secara individu practice di depan kelas
- g. Guru melanjutkan dengan list vocabulary yang telah dibuat untuk pengajaran pronunciation.
- h. Siswa bermain games tebak kata dengan berbaris lurus ke belakang kemudian guru di depan menunjukkan kata kepada satu siswa dan memperagakan kata itu dengan gesture, siswa yang berada di posisi terakhir harus menjawab kata itu dengan bahasa Inggris.
- i. Siswa bermain games tebak kata dengan berbaris memanjang ke belakang kemudian guru di depan menunjukkan kata kepada satu siswa

dan memperagakan kata itu dengan gesture, siswa yang berada di posisi terakhir harus menjawab kata itu dengan bahasa inggris.

- j. Setelah itu, jika siswa sudah mengerti mereka akan mempraktekkan isi text tanpa classical music.
- k. Guru hanya meminta siswa untuk membaca dan mengulang materi yang telah dipelajari saat malam dan setelah bangun pagi.

The third meeting

- a. Review pertemuan terakhir.
- b. Guru membaca narrative text yang di ikuti oleh siswa secara bersamaan, dengan expresi terkait dengan text.
- c. Guru meminta siswa mempresentasikan isi narrative text secara individu tanpa classical music relaxation.
- d. Siswa mempresentasikan isi narrative text di depan kelas secara individu dan guru menilai siswa berdasarkan scoring dan observation guidelines.
- e. Guru menutup pertemuan.

Appendix 2

Research instrument

Pre-test

Research instrument



Improving Students' Speaking Ability Through the Use of Suggestopedia Method in the Tenth Grade at SMAN Model 5 Enrekang

Speaking text

Practice the text below !

The Shepherd Boy

There was once a young shepherd boy who tended his sheep at the foot of a mountain near a dark forest. It was lonely for him watching the sheep all day. No one was near, except for three farmers he could sometimes see working in the fields in the valley below.

One day the boy thought of a plan that would help him get a little company and have some fun. He ran down toward the valley crying, "Wolf! Wolf!"

The men ran to meet him, and after they found out there was no wolf after all, one man remained to walk with the boy awhile.

The boy enjoyed the company so much that a few days later he tried the same prank again, and again the men ran to help him.

A few days later, a real wolf came from the forest and began to steal the sheep. The startled boy ran toward the valley, and more loudly than ever he cried, "Wolf! Wolf!"

But the men, who had been fooled twice before, thought that the boy was tricking them again. So no one came to help the boy save his sheep.

Moral: If you often don't tell the truth, people won't believe you even when you are telling the truth.

Laki-laki Pengembala

Suatu ketika, ada penggembala muda yang menggembala domba-dombanya di kaki gunung dekat hutan gelap. Sungguh sangat kesepian baginya melihat domba sepanjang hari. Tidak ada yang dekat, kecuali tiga petani yang kadang-kadang ia bisa melihat bekerja di sawah di bawah lembah.

Suatu hari anak itu memikirkan rencana yang akan membantunya mendapatkan teman dan bersenang-senang. Dia berlari ke arah lembah berteriak, "Serigala! Serigala!"

Orang-orang pun berlari untuk menemui dia, dan setelah mereka mencari tahu tidak ada serigala sama sekali, itu orang masih berbicara dengan anak itu sejenak.

Anak itu sangat menikmati pertemanan tersebut sehingga beberapa hari kemudian ia mencoba tipuan yang sama lagi, dan lagi orang-orang berlari untuk membantunya.

Beberapa hari kemudian, serigala sungguhan datang dari hutan dan mulai mencuri domba. Terkejut anak itu berlari ke arah lembah dan ia berteriak lebih keras dari sebelumnya,

Tapi orang-orang yang telah tertipu dua kali sebelumnya tersebut berpikir bahwa anak itu menipu mereka lagi. Jadi tidak ada yang datang untuk membantu anak itu menyelamatkan domba-dombanya.

Moral: Jika kamu sering tidak berkata jujur, orang tidak mempercayai kamu bahkan ketika kamu mengatakan hal yang sebenarnya.

Appendix II

Research instrument

First cycle

Research instrument



Improving Students' Speaking Ability Through the Use of Suggestopedia Method in the Tenth Grade at SMAN Model 5 Enrekang

Speaking text

Practice the text below !

CINDERELLA

Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepmother and stepsisters. They were very cruel to her. They made her to do all the homework.

One day, there was an invitation to the ball for the family. Cinderella was so sad because her stepsisters did not let her go with them. Then, the stepsisters went to the ball without her.

There was a fairy good mother came and help her to get the ball. Cinderella was so happy because she could dance with the prince. The prince fell in love with her and married her they lived happily.

SINDERELLA

Suatu waktu, ada seorang wanita cantik bernama Cinderella. Dia tinggal tinggal bersama dengan ibu tirinya dan saudara tirinya. Mereka sangat kejam kepadanya. Mereka menyuruhnya untuk melakukan semua pekerjaan rumah.

Suatu hari, ada undangan pesta dansa untuk keluarganya. Cinderella sangat sedih karena saudara tirinya tidak membiarkannya pergi bersama mereka. Lalu, saudara tirinya pergi ke pesta dansa tanpa dirinya.

Ada seorang ibu yang sangat baik dan tulus membantunya mengejar pesta dansa itu. Cinderella sangat bahagia karena dia bisa berdansa dengan pangeran. Pangeran kemudian jatuh cinta kepadanya and akhirnya menikahnya mereka hidup bahagia.

Appendix II

Research instrument

Second cycle

Research instrument



Improving Students' Speaking Ability Through the Use of Suggestopedia Method in the Tenth Grade at SMAN Model 5 Enrekang

Speaking text

Practice the text below !

CINDERELLA

Once upon a time, there was a beautiful girl called cinderella. She lived with her stepmother and stepsisters. They were very cruel to her. They made her to do all the homework.

One day, there was an invitation to the ball for the family. Cinderella was so sad because her stepsisters did not let her go with them. Then, the stepsisters went to the ball without her.

There was a fairy good mother came and help her to get the ball. Cinderella was so happy because she could dance with the prince. The prince fell in love with her and married her they lived happily.

SINDERELLA

Suatu waktu, ada seorang wanita cantik bernama Cinderella. Dia tinggal tinggal bersama dengan ibu tirinya dan saudara tirinya. Mereka sangat kejam kepadanya. Mereka menyuruhnya untuk melakukan semua pekerjaan rumah.

Suatu hari, ada undangan pesta dansa untuk keluarganya. Cinderella sangat sedih karena saudara tirinya tidak membiarkannya pergi bersama mereka. Lalu, saudara tirinya pergi ke pesta dansa tanpa dirinya.

Ada seorang ibu yang sangat baik dan tulus membantunya mengejar pesta dansa itu. Cinderella sangat bahagia karena dia bisa berdansa dengan pangeran. Pangeran kemudian jatuh cinta kepadanya and akhirnya menikahnya mereka hidup bahagia.

Appendix III The Result of Students' speaking Test

TABLE OF STUDENTS' TEST (PRELIMINARY STUDY)

[illegible]

Criteria			
ary	Grammar	Pronunciation	Fluency
	3	3	3
	3	4	4
	4	4	4
	3	3	3
	3	3	3
	3	2	3
	2	2	2
	2	3	3
	3	3	3
	4	4	4
	4	4	3
	4	3	3
	3	4	4
	3	3	4
	4	4	4
	3	3	3
	4	4	4
	2	2	2
	2	2	2
	4	4	4

[illegible]

TABLE OF SECOND CYCLE TEST			
	Criteria		
ary	Grammar	Pronunciation	Fluency
	3	4	4
	4	4	4
	4	5	5
	3	3	3
	4	4	4
	3	4	4
	3	4	4
	3	3	3
	4	4	4
	4	4	4
	4	4	4
	4	4	3
	4	4	4
	4	3	4
	4	5	5
	5	4	4
	4	4	5
	4	4	3
	3	4	4
	4	5	5

[illegible]

Appendix IV Observation Guidelines

Cycle 1

The result of the observation in the First Cycle

Aspects	Indicators	Respondents																				Percentage
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
The seriousness of the students during the learning process	Giving attention to the teacher's explanation and instruction	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√			√	85
	Making comments or asking questions about the explanation and instruction.		√	√				√			√	√	√	√	√	√		√	√	√		60
	Giving attention to the material, examining them seriously		√	√	√	√				√	√	√		√		√	√	√	√		√	65
	Making comments or asking questions about material of narrative text (to the teacher or their friends)	√	√	√	√		√		√	√	√	√			√	√		√			√	65
Activities	Trying to understand the instructional by using various learning aids (dictionary electric, etc., asking the teacher or their friend whenever they do not understand)	√		√	√	√		√		√		√	√	√		√	√	√		√	√	70
	Doing their assignments based on the teacher instruction		√	√		√	√	√		√	√	√	√	√		√		√			√	65
	Classical music relaxation playing from tape-recorder and follow the text in their textbook	√		√	√	√	√	√	√	√	√		√	√		√	√	√	√		√	80

	Presenting the content of the text individually	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	75
	Doing assignments from their teacher well		√	√	√	√	√		√	√	√		√	√	√		√		√	√	70
Feeling of happiness	Looking happy in learning process	√	√		√		√	√	√	√	√	√		√		√		√	√	√	80
	Not feeling sleepy during the teaching and learning process		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√			√	80
Students' participation	The students' participation in asking question	√	√	√		√	√		√		√	√	√		√		√			√	60
	Students give good response during teaching and learning process		√	√		√	√		√	√	√	√	√		√	√	√			√	70
	Students follow the lesson seriously		√	√	√	√	√		√	√		√	√	√	√	√	√			√	70
Mean Score																					71.7

Cycle 2

The result of the observation in the Second Cycle

Aspects	Indicators	Respondents																				Percentage
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
The seriousness of the students during the learning process	Giving attention to the teacher's explanation and instruction	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√			√	90
	Making comments or asking questions about the explanation and instruction.		√	√	√	√		√		√	√	√	√	√	√	√		√	√	√	√	80
	Giving attention to the material, examining them seriously	√	√	√	√	√				√	√	√	√	√	√	√	√	√	√		√	80
	Making comments or asking questions about material of narrative text (to the teacher or their friends)	√	√	√	√		√	√	√	√	√	√	√	√	√	√		√			√	80
	Trying to understand the instructional by using various learning aids (dictionary electric, etc., asking the teacher or their friend whenever they do not understand)	√	√	√	√	√		√		√	√	√	√	√	√	√	√	√		√	√	85
	Doing their assignments based on the teacher instruction		√	√	√	√	√	√	√	√	√	√	√	√	√	√		√	√		√	85

Activities	Classical music relaxation playing from tape-recorder and follow the text in their textbook	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	90
	Presenting the content of the text individually	√	√	√	√	√	√			√	√	√	√	√	√	√	√	√	√		√	85
	Doing assignments from their teacher well	√	√	√	√	√	√			√	√	√	√	√	√	√	√	√		√	√	85
Feeling of happiness	Looking happy in learning process	√	√	√	√		√	√	√	√	√	√		√	√	√		√	√	√	√	85
	Not feeling sleepy during the teaching and learning process	√		√	√	√	√	√		√	√	√	√	√	√	√	√	√	√		√	85
Students' participation	The students' participation in asking question	√		√		√	√			√		√	√	√		√		√			√	80
	Students give good response during teaching and learning process		√	√		√	√	√		√	√	√	√	√		√	√	√	√	√	√	80
	Students follow the lesson seriously	√		√	√	√	√	√	√	√	√	√	√	√	√	√		√			√	80
Mean Score																						83.57

Appendix V Documentation





CURRICULUM VITAE



The researcher, **Nur Apni**, was born in Enrekang on 27th December 1994, South Sulawesi. She was the last child out of six siblings. She started her education at the center elementary school of Enrekang. After finishing her elementary school, she continued her study to junior high school Negeri 34 of Makassar and continued her study in senior high school 5 of Enrekang. After graduated from her senior high school in 2013, she continued her study at Alauddin State Islamic University of Makassar, Tarbiyah and Teaching Faculty with the major focus was English Education Department in academic year 2013. The researcher, who really loves adventure, had a very good time while studying in the university. She studies hard to get many knowledge and also having fun with many friends. Besides that, she also got many experience in studying Islam. Therefore, her great thanks to Alauddin State Islam University for providing all those mentioned above.

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